

**V(A). Planned Program (Summary)**

**Program # 5**

**1. Name of the Planned Program**

Urban Families, Youth, and Communities

Reporting on this Program

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
607	Consumer Economics	0%		100%	
802	Human Development and Family Well-Being	25%		0%	
804	Human Environmental Issues Concerning Apparel, Textiles, and Residential and Commercial Structures	15%		0%	
806	Youth Development	60%		0%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of FTE/SYs expended this Program**

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	16.0	0.0	2.0	0.0
<b>Actual Paid</b>	12.0	0.0	0.6	0.0
<b>Actual Volunteer</b>	403.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
281079	0	39525	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
281079	0	62249	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
261150	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

- 1) Leadership Development Meetings
- 2) Woodworking Projects
- 3) Language Program - Spanish
- 4) Gardening Projects
- 5) Computer Labs
- 6) Nutrition Program
- 7) Water Quality and GIS Technology
- 8) Tutoring:Tutors assigned to after-school program
- 9) Curriculum Development
- 10) Fact Sheets
- 11) Newsletters
- 12) Financial Literacy Sessions/Workshops
- 13) High School Financial Planning Program
- 14) Videotape series with Co-op Information
- 15) Co-op Groups
- 16) Demonstrations for Home Repair
- 17) Community Business entry-level training

**2. Brief description of the target audience**

- 1) Youth
- 2) Adults
- 3) Seniors
- 4) Military Personnel
- 5) DC residents
- 6) College students
- 7) Ex-offenders
- 8) Low to moderate income residents
- 9) First-time buyers
- 10) Low income homeowners
- 11) Small, new start, home based businesses

**3. How was eXtension used?**

eXtension was not used.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	1576	1879	9237	9695

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

Year: 2014

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2014	Extension	Research	Total
<b>Actual</b>	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Curriculum developed for various parenting workshops, seminars, support groups, fact sheets, and newsletters.

<b>Year</b>	<b>Actual</b>
2014	12

**Output #2**

**Output Measure**

- Number of participants in parenting workshops.

<b>Year</b>	<b>Actual</b>
2014	349

**Output #3**

**Output Measure**

- Number of parenting support groups formed.

<b>Year</b>	<b>Actual</b>
2014	8

**Output #4**

**Output Measure**

- Conduct a minimum of 50 sessions in the area of financial literacy.  
Not reporting on this Output for this Annual Report

**Output #5**

**Output Measure**

- Conduct 15 sessions per year for junior and senior high schools in the District of Columbia on financial planning.  
Not reporting on this Output for this Annual Report

**Output #6**

**Output Measure**

- Develop newsletter and/or fact sheets for District residents so they can perform basic/advanced repairs in and around their home.

<b>Year</b>	<b>Actual</b>
2014	23

**Output #7**

**Output Measure**

- Conduct hands-on workshops for District residents in basic and advanced home repair.  
Not reporting on this Output for this Annual Report

**Output #8**

**Output Measure**

- Percent increase in the number of 4-H clubs throughout the city.

<b>Year</b>	<b>Actual</b>
2014	10

**Output #9**

**Output Measure**

- Youth will receive training in the areas of sewing, computer technology, and geospatial technology.

<b>Year</b>	<b>Actual</b>
2014	9000

**Output #10**

**Output Measure**

- Youth will receive leadership development training through conferences and special programs.

<b>Year</b>	<b>Actual</b>
2014	9237

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number of children who have increased their knowledge of the essential elements of team work through participation in 4-H club activities.
2	Number of children who demonstrate responsibility as a result of participation in 4-H Program activities. participation.
3	Number of parenting workshop participants who have used their knowledge of support services available to apply for assistance in an effort to meet some of their parenting needs.
4	Number of DC residents who participated in a Financial Literacy workshop who have improved their financial situation via establishing a household budget, personal savings and/or a checking account; purchase of savings bonds; establishment of a money market account or Certificate of Deposit.
5	Number of participants able to make repairs as well as communicate with contractors in a professional manner.
6	Number of Youth demonstrating an immediate and long-term commitment to civic engagement.

## **Outcome #1**

### **1. Outcome Measures**

Number of children who have increased their knowledge of the essential elements of team work through participation in 4-H club activities.

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	9137

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

Children from Brightwood Education Campus are from diverse communities but they are not learning about cultural differences or about the rich history of Washington, DC. Their parents are not native of America. They lack leadership skills and are very shy and introverted in settings with their peers. They struggle to ask questions to gain information they want about various topics. Brightwood Education Campus requested technology education for their 4-H participants. They reported having antiquated film equipment that did not promote the children's interest in film and modern technology.

#### **What has been done**

Seven (7) youth from Brightwood Educational Center participated in the 4-H film club meeting twice weekly to learn about film making. We met in the classroom to review film techniques and proper use of the equipment. On Saturdays, they went into the community to film. Following the 4-H curriculum and experiential learning model process, youth made several projects, talked about what they learned and how they would apply their new knowledge for future projects. They researched monuments in the District of Columbia and learned the history after which they made a video about the monuments. They learned to adjust lens and interview techniques that would give them the best information for their presentations. Additionally, they learned how to use the GoPro cameras and the HD Digital cameras as well. They also learned about lighting and audio techniques and visited the UDC television station to learn how to use equipment in filming a show. They were given responsibilities and guidance in filming a CAUSES presentation 4-H Citizenship curriculum was used with this project as was materials from their civics books. They children also conducted online information searches about local buildings and monuments.

#### **Results**

Parents of youth from Brightwood Educational Center who participated in the film program were very excited about the progress of their children. 100 % of the parents report that the children are more confident and outspoken and are proud of the things they know about film making. 88% of parents report learning things about the nation's capital they did not know before their children joined the 4-H program. These youth will participate in a national competition in May 2015 in Minnesota. They hosted the National 4-H Council's Board of Directors. As a result of their participation in the 4-H program, they have mastered several film techniques that they can apply not only for film but also in other programs. They are more willing to share their projects with their classmates and parents.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development

#### Outcome #2

##### 1. Outcome Measures

Number of children who demonstrate responsibility as a result of participation in 4-H Program activities. participation.

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2014	9230

##### 3c. Qualitative Outcome or Impact Statement

###### **Issue (Who cares and Why)**

Children in DC 4-H have working parents that cannot afford summer camp, winter break or spring break camping fees. Consequently, children spend the summer in the house watching TV or playing video games. In the District of Columbia, particularly, East of the River in Wards 7 and 8, there are no inexpensive or free martial arts programs.

DC 4-Hers need to work on self-expression to cope with issues they do not talk about that are affecting their confidence and self-esteem.

17 pregnant teens at the Barbara Chambers Community Center were in conflict with their parents and needed to help reduce cost for the new babies coming into their families. In Washington, DC, ridership jumped 80 percent from 2007 to 2010. According to the Bureau of Labor Statistics, bicycle repair jobs will increase by 37.6 percent between 2010 and 2020, making it one of the top

30 occupations with the fastest projected employment growth. With the projected job growth of bicycle repairers and the city being ranked 4th in the nation there is a need to train the future employees and business owners.

#### **What has been done**

157 youth participated in the 4-H camping to include a 4 night overnight STEM camping program, a 4 night educational trip to New York's 911 site and NYC sites for our military youth, a school lock-in hosting the media clubs at Brightwood Educational campus and a 4 week day camp program implemented in the Riverside neighborhood of DC. Agents and partners recruited a certified martial arts instructor to volunteer to teach Tae Kwon Do and Self Defense classes weekly. 10 youth participated and 4 adults joined the program to receive training.

57 4-Hers from Calvary Christian Academy, Brightwood Educational Center and Joint Base Anacostia participated in Arts and Crafts programming that included instructions from the volunteer leader, during the class day and presentations for parents and the community.

25 youth and 8 parents participated in the 4-H sewing program using 4-H curriculum and help from our volunteer leaders. The 4-H Riverside Center Bike Corps club partnered with Washington Parks and People, Metropolitan Police Department, Gearing-Up Bicycles, Phoenix Bikes and various community members to assist with the program. There were a total of 15 youth from Ward 7 who participated in the Bike Corp Program. The club received a donation of 25 bicycles from Metropolitan Police Department. The youth spent 4 hours of the day learning the parts of the bicycle, how to make various repairs and went riding to different locations throughout the ward to explore and learn safe riding techniques.

#### **Results**

Participants in 4-H STEM camp indicated a 78% increase in their knowledge about Rocketry; 100% increase about STEM careers; 81% increase in knowledge about building projects; 93% increase general knowledge about STEM education; 97% enjoyed the overnight camping experience; 100% increase in knowledge about 911. 40% of the students are now orange belts; 10% of participants are yellow belts; and 50% are white belts. 50% of the participants find an increased feeling of peace and balance. 80% of participants stated that they have increased their physical fitness, have improved their concentration and enjoy participation in the program. As a result of participating in 4-H Bike Corp, 100% report knowing how to select safe equipment, compared to 17% reporting not knowing and 67% only somewhat knowing how to select equipment. 83% know how to fit a helmet properly, compared to 67% report knowing somewhat how to fit a helmet. 83% know how to identify bike parts and purpose, compared to 84% not knowing or only knowing somewhat how to identify and name bike parts. 100% know how to check tires, brakes and chains, and replace bike cables compared to 50% not knowing and 50% only somewhat knowing. 83% know how to remove, clean and lubricate a bike chain compared to 67% not knowing at all and 33% only knowing somewhat. 100% know how to fix a flat tire compared to 50% not at all knowing and 33% somewhat knowing how to. 100% know how to plan a bike trip, compared to 33% not at all knowing and 33% somewhat knowing. 67% know how to demonstrate how to stop and observe before entering traffic and ride safely, compared to 33% not knowing at all and 33% somewhat knowing.

#### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
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806 Youth Development

**Outcome #3**

**1. Outcome Measures**

Number of parenting workshop participants who have used their knowledge of support services available to apply for assistance in an effort to meet some of their parenting needs.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Actual
2014	349

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Over one million persons incarcerated in U.S. jails and prisons as well as those on probation or paroled are parents. There are approximately 10 million children in the U.S. who have had one or both parents incarcerated. These children and youth have little or no voice about who, in the absence of the parent who is the primary caregiver, will take care of them, or if they will be allowed to visit or communicate with the incarcerated parent. Parents are often at a loss about how to best reconnect with their children and how they will be a part of parenting their children from inside of a correctional facility. The majority of these children are from high risk communities and have parents with lower levels of education. Many of the parents were spanked themselves, and they use spanking as their only form of discipline. They lack adequate education about financial planning, domestic violence, HIV/AIDS education, navigating the school system to benefit their child, and effective communication for families.

**What has been done**

A partnership was developed and sustained with the Correctional Treatment Facility in the District of Columbia where inmates formally incarcerated at Lorton Prison are incarcerated. Working with the prison, 300 parents, including 117 male and 187 females, were identified to participate in the program. Caregivers were contacted to see if they would allow the children to come to 4-H meetings and to participate in the visits that would take place monthly. Children attended weekly 4-H club activities in the community while their parents participated in 4-H activities in the correctional facility. Also, eight weeks of workshops were conducted that included parenting classes for parents in the Fairview Halfway House in topics such as HIV/AIDS, Women's Health, Domestic Violence, Health Rocks and Small Business Management. Children in the program participated in other 4-H programs not connected to the 4-H LIFE Program.

### **Results**

Participant surveys indicate that 100% of the parents report learning something about using spanking as a primary form of discipline that they did not know. 76% of the parents in the program report having better communication with both their caregivers and their children. 100% report they would refer others to the class because they believe the class would benefit other families. 80% report that their participation in the program caused them to have better relationships with correctional staff. 70% of caregivers report improved communication with parents and children as a result of participation in the program. 63% report improved behavior of children after visits. 77% of caregivers report seeing more confidence from children participating in the program. 100% of the children visiting their fathers report an improved relationship; some of the children did not have any relationship before the program. 100% of the youth participants became involved with other 4-H programs and activities.

Both the correctional facility and the halfway house report interest in continuing the partnership and expanding the program through shared grant proposals.

## **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being

### **Outcome #4**

#### **1. Outcome Measures**

Number of DC residents who participated in a Financial Literacy workshop who have improved their financial situation via establishing a household budget, personal savings and/or a checking account; purchase of savings bonds; establishment of a money market account or Certificate of Deposit.

Not Reporting on this Outcome Measure

### **Outcome #5**

#### **1. Outcome Measures**

Number of participants able to make repairs as well as communicate with contractors in a professional manner.

Not Reporting on this Outcome Measure

## **Outcome #6**

### **1. Outcome Measures**

Number of Youth demonstrating an immediate and long-term commitment to civic engagement.

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Action Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	9230

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

Recent statistics show that nearly 32% of youth in the District of Columbia are bullied and over 20% of children ages 10- 18 are victims of cyber bullying. Children with deployed parents are confronted with many social, emotional and economic problems that require the support of the community.

#### **What has been done**

240 4-H Youth attended a day long 4-H Bully prevention summit on the campus of UDC. 482 youth with parents connected to the military were provided 4-H programming through our Operation Military Kids program. The programming included helping them understand the deployment cycle and resilience when a parent has multiple deployments and returns home with Post Traumatic Stress Disorder. A group of 35 traveled to New York City during their spring break from school to learn about the events that took place on September 11, 2001. They also participated in monthly 4-H club activities that included learning about cultures where their parents might travel, tasting the food, learning about the government and family practices. 200 youth participated in the technology training provided by the Microsoft Company held monthly at their Virginia store location. They received advanced computing classes from Microsoft educators. Home schooled military youth at Joint Base Anacostia attended the four night Samsung Summit at the National 4-H Council where they learned more advanced technology. They also participated in weekly educational 4-H programs about using film and cameras. Monthly programming was provided to the military youth with parents attending their required military drill programs. As parents attended drill, 4-H staff provided programming monthly for the OMK youth. 45 youth from the D.C. National Guard participated in the Youth Symposium at Williamsburg, VA. The youth were divided into two groups based on their ages. The older kids, ages 13-18, participated in the Health Rocks program which encouraged them to share the experiences and issues they face in school and daily life. By participating in various hands-on activities, they increased the

knowledge of alcohol, tobacco and drug. The younger group, ages 6-12, participated in nutrition, fitness and technology activities to prepare them to become positive team players and understand the nutritious facts pertaining to their daily intake. 15 youth from Joint Base Anacostia Bolling Air Force Base Home School Education participated in the 4-H Chinese Club to explore the culture, food and language through speakers, field trips to Chinese supermarkets, games, and cooking. The Ready Set Go training of the OMK program was offered to 29 school counselors throughout the D.C. Public School system, working with youth directly. The Hero Packs project of OMK program was delivered to almost 200 military youth in D.C.

### **Results**

OMK and 4-H activities and programs brought 100% of the youth who had the same background together to share the issues they face, and to build support with each other. Throughout this mission, overall stats from surveys reflect that 80% of our military youth were able to develop leadership skills, public speaking skills, and confidence. 100% experienced an increase in technology knowledge and the perception of being a responsible citizen.

## **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

## **V(H). Planned Program (External Factors)**

### **External factors which affected outcomes**

- Other (Community Support)

### **Brief Explanation**

The most pressing issues that impacts 4-H programs in the District of Columbia is a lack of consistent staff and volunteers. As we plan events we are constantly unsure about the number of staff that will be on hand to assist with programs. We are relying very heavily on volunteers. However, this year we have identified more volunteers in the city with previous experience with the 4-H program.

Additionally, the university is in the process of repairing some internal problems that have plagued grant funding in a negative manner. We have often failed to invoice for purchases and we are slow to bring on new staff, which has a negative impact on maintaining grants with one year funding cycles. These problems also impact reporting on time for positive outcomes.

## **V(I). Planned Program (Evaluation Studies)**

### **Evaluation Results**

Our evaluation data from the prospective of our youth and adults in the 4-H programs during this reporting period were very encouraging and positive. Request for 4-H clubs to continue at designated sites increased as did request for new 4-H programming. The number of new community volunteers and 4-H club teachers increased by 30.71% as a result of the programming offered the previous program year. Old partnerships connected to 4-H clubs and specialized programs continue at a rate of 90%. The overall satisfaction of

youth participants is 92%. 100% of parents report that the 4-H camping programs are affordable enough to allow their children to return to camp and they believe that the programs are of superior quality.

### **Key Items of Evaluation**

- An increase in 4-H clubs and activities - from 34 in FY 2013 to 48 in FY 14..
- CAUSES employed a new marketing team to work with the five land grant units. Through the efforts of that marketing team, and an increase in the number of partnerships and 4-H agents supported through grants more volunteers were identified and joined the 4-H program to work with our youth.
  - As a result of new partnerships for specialized programs i.e., Department of Justice, Department of Defense, First Tee, Joint Based Anacostia's Homeschool Education Program, new charter school programs, NOAA, DC Water Shed Society, etc. new partnerships around the city were formed increasing visibility of the 4-H program and creating new opportunities for funding and cross programming for youth.
  - An increase in interactions at the National 4-H Council Center resulted in new opportunities for youth in the city for training and education that went beyond the planned 4-H programs. 125 4-Hers from the DC attended National Youth Science Day. Nine teachers, two staff persons and one student were allowed to attend STEM education training. 10 youth participating in the Microsoft Opening at Bethesda received free tablets before Christmas and the UDC 4-H program received four tablets and two new laptops for the program activities through the National 4-H Council.
  - With the cooperation of DC public and charter schools, an increase in STEM education programming was requested and provided resulting in greater interest in STEM disciplines.